R E P O R T R E S U M E S

ED 011 358 AC 000 067

WHAT RESEARCH SAYS ABOUT PUBLIC SCHOOL ADULT EDUCATION.

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PUB DATE 1 NOV 66

EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *PUBLIC SCHOOL ADULT EDUCATION, *PARTICIPATION, *PROGRAM DEVELOPMENT, *PARTICIPANT CHARACTERISTICS, *RESEARCH REVIEWS (PUBLICATIONS), MOTIVATION, EDUCATIONAL OBJECTIVES, ADULT DROPOUTS, FINANCIAL SUPPORT, PROMOTION (PUBLICIZE), RESEARCH NEEDS, EVALUATION, TALLAHASSEE

THIS REVIEW OF RESEARCH ON PUBLIC SCHOOL ADULT EDUCATION INDICATES THAT, WHILE THERE HAS BEEN IMPRESSIVE GROWTH AND ACHIEVEMENT, ADULTS WHO LACK HIGH SCHOOL DIPLOMAS OR EVEN BASIC LITERACY SKILLS ARE NOT BEING REACHED. STUDIES ARE NEEDED TO DETERMINE WHY THESE ADULTS ARE LEAST LIKELY TO PARTICIPATE IN PROGRAMS. STUDIES MADE OF CURRICULUMS, CLIENTELE, DROPOUTS, FINANCING, PROMOTION, AND EVALUATION SUGGEST THAT PUBLIC SCHOOL ADULT EDUCATION NEEDS ITS OWN PROGRAM OF DIVERSE OFFERINGS, MORE QUALIFIED PERSONNEL, SENSITIVITY TO COMMUNITY NEEDS, MORE ADMINISTRATIVE SUPPORT, PROMOTION, AND A CONTINUING RESEARCH AND EVALUATION PROGRAM FOR EACH SCHOOL. FUTURE RESEARCH PROGRAMS NEED A COMMON DATA COLLECTION SYSTEM AND EXPERIMENTAL PUBLIC SCHOOLS FOR ADULT LEARNING RESEARCH. STUDIES SHOULD BE MADE OF (1) EVALUATIVE CRITERIA FOR CURRICULUMS, (2) TECHNIQUES OF COUNSELING ADULTS, AND (3) THE SKILLS REQUIRED OF TEACHERS, COUNSELORS, AND ADMINISTRATORS, AND THEIR PROBLEMS, TRAINING PROGRAMS, AND OBJECTIVES. (JA)

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November 1, 1966

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Scope

It is now an old and familiar debate as to when and where public school adult education came into being.(25) But there is no question of the public school's contribution to the education of adults. In 1958-59 nearly three million persons were enrolled in some 135,000 public school adult classes in the United States. To accomodate this enrollment and provide the administrative leadership and teaching services, a total of 1,870 directors and administrative personnel, devoting at least half of their time to adult education, and 80,500 teachers (mostly part-time) were involved in public school adult education that year. The total sum invested during the 1958-59 year for public school adult education exceeded 76 million dollars with 40 per cent coming from tax funds. (46)

It has been estimated that 31,000 Americans received their high school diplomas through the adult high schools in 1963-64. (17) In the State of Florida 10 per cent of all high school diplomas being awarded are earned through the public school adult education programs. In the City of Los Angeles the comparable figure is one in eight.

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Although precise data are not available on present enrollment and attendance in all public school adult education activities, it is possible to estimate the growth rate on the basis of previous studies. (21) (42) (24)

If we assume that adult education, as carried on through public schools, has expanded at approximately the same rate as has adult education carried on by other agencies (colleges, business, governmental agencies, etc.) it is conservative to say that public school adult education activity has doubled over the past decade. (4) (10) (9) As one example, public school adult education has grown by over 350 per cent in British Columbia since 1953. (7)

A comprehensive survey of public school adult education programs at the end of 1966 would likely reveal nearly 4,000 persons exercising administrative and supervisory responsibilities to assist some 160,000 teachers working with approximately five million students.

The evidence indicates an acceleration of the quantitative aspects of public school adult education. But before we get carried away with such a notable achievement, research also tells us that we are serving less than four per cent of the adult population (21); that some of our "better programs" have failed to achieve the educational, social, and economic objectives upon which they were established more than 20 years ago (31); and that 90 per cent of our adults without high school diplomas are not involved in any form of public school adult education. A study of the educational pursuits of the 13 million functionally illiterate

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adults in American society should further shoot down any tendency we may have to inflate our egos on the basis of attendance data or growth rate figures. (3)

There is considerable variation in the opportunities available to prospective students. The 1958-59 HEW study found nearly nine out of ten school systems with 25,000 or more students offering adult education programs. In school systems with fewer than 12,000 students only three out of ten had adult education offerings. In between---the 12,000 to 25,000 pupil units---76 per cent of the systems offered such programs. Of the largest-enrollment group, of the school systems having an adult program approximately two-fifths offered credit toward elementary school graduation through adult education, and more than four-fifths offered credit toward high school graduation. But in the smallest-enrollment systems less than three per cent offered credit toward elementary school graduation and less than 9 per cent offered credit toward high school graduation. (46)

In a 1963 survey of 791 adult education administrators in 50 states, 48 per cent reported no adult elementary classes offered in their community. (45)

Public school adult educators need to pose questions to the researchers in the various disciplines of the social sciences to find out more about why the vast majority of those adults who (we think) could profit most from our programs are those who are least likely to avail themselves of the opportunity.

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Comparative studies should be undertaken to determine why certain individuals begin adult studies only to drop out and discontinue such efforts while others, once started, continue to avail themselves of the opportunities for continuing education.

Curriculum

Except for a few descriptive studies research on the curriculum of public school adult education is sadly lacking. Fortunately, considerable research has been undertaken by other agencies to discover, test, and validate principles of program development (6), of learner involvement, and for selecting the most appropriate techniques to use in relating students and content to educational objectives. (1)

For good or bad, public school adult education is still unique among the agencies of adult education in that it continues to rely almost exclusively on the classroom method for establishing the learning relationship between the school and adults. (43) Consequently, many useful practices and sound principles developed by other agencies of adult education have questionable applicability when applied within the framework of public school adult education.

To say that curriculum (program) research is lacking in public school adult education is not to say that we are unaware of the dimensions of the curriculum. The Johnstone study revealed that public elementary and secondary schools were getting 13 per cent of all students studying general education, 14 per cent in vocational subjects, 4 per cent in

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agriculture, 13 per cent in hobbies and recreation, 25 per cent in home and family living, and 10 per cent of the students studying public affairs. (Table 3.15,pg. 64) (21)

Said another way, the following table, also from the Johnstone Report (Table 3.15, pg. 65), shows what types of courses are sponsored by the elementary and secondary public schools of the nation:

Type of Subject Matter	Per Cent
General Education	13
Vocational	41
Agriculture	1
Hobbies, recreation	16
Home and family	19
Personal development	4
Public affairs	3
All other	3
	100

From place to place across the country there is considerable variation in the types of courses offered. Brunner reports a study by Gilligan and Van Orman of adult education offerings in the public schools of Colorado that revealed that half the courses were vocational. Of these, 42.5 per cent were agricultural. General academic subjects stood second, at 11.6 per cent, followed by public affairs with 9.8 per cent. (5)

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Little research attention has been given to specific programs. In 1961, using a national sample of 813 public school systems, Jacobs said that 30 per cent of the systems responding gave some consideration to programs directed specifically toward late-middle-age and older adults; the majority of the remainder favored general programs of adult education, with special consideration given to the older adults who showed up in the classes. Of the courses offered, arts and crafts were most popular with oldsters, with vocational and applied sciences second, and languages third. Few programs were aimed at retirement activities, and only 18 per cent of the respondents had used systematic surveys to determine course needs. (20)

Kruk studied the status of art in public school programs of adult education in 31 states in 1959. He found that art was a regular part of the majority of public school adult education programs, with higher standards in the programs in the western states than in other sections of the country. In the smaller population centers he often found that public school courses represented the only art offerings available to the adult student. Not surprisingly, women were more attracted to art offerings than were men, and participation type courses were offered more than the lecture type. Directors of these programs said securing competent instructors was a problem, and they felt the most significant contribution of art to their total public school adult education program was in its public relations value. (26)

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On a different scale, Snow looked at factors related to the development of liberal adult education activities in selected public school systems of New York State. He found a positive relationship between "liberal" emphasis in adult education programming and (1) wealth of school district (taxable real property); (2) money expended per day-school pupil; (3) rate of pay for adult teachers; (4) administrative flexibility in scheduling adult education classes; (5) cooperative relationships with other adult education agencies; (6) administrative time allotted to adult education; and (7) secretarial services available for adult education programs. (39)

Research tells us that our audience is much more likely to enroll in vocational, craft, and recreational programs and in home and family life programs than in academic, basic or general education courses. How can the adult education administrator and teacher work together to break down the traditional and artificial walls between vocational,recreational, general, and liberal education? How can we apply new educational technology to assist in reorganizing and imparting subject matter around the real-life interests, needs, wants and aspirations of adults? What new formats and new combinations of formats can we apply to achieve the various objectives of public school adult education?

It is suggested that research and experimental projects designed to answer the foregoing questions will improve the curriculum of public school adult education and contribute major solutions to the problems of under-participation, drop-out, ineffective teaching, and quality learning.

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Clientele

Who are the participants in public school adult education programs? Although all adult education participants in the Johnstone study were equally divided according to sex, 65 per cent of the respondents participating in public school adult education activities were female. (21)

In this same nationwide study the public school participation group was somewhat younger than other adult education participants with 47 per cent under 35, 46 per cent between 35 and 54 years of age, and 7 per cent 55 or over. The respective percentages for the total sample in the study were 31, 41 and 28 per cent.

The public school participation group was somewhat better educated than the other adult education participants: 29 per cent had college education, 63 per cent had stopped formal schooling at the high school level, and 8 per cent had not reached high school. The respective percentages for the total sample were 20, 51 and 29 per cent. (21)

However, the authors of this study point out that subject matter offered by different institutions is different. This point is also brought out in a Hawaiian study by LeVine and Dole who found that different kinds of classes appeared to attract persons with different personal-social characteristics. For example, elementary and naturalization classes included proportionately more Filipino men, Japanese women, laborers, persons with one to eight years of schooling, 40 or more years of residence in the state, and ages 50 to 69 years. On the other hand, cultural and

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homemaking classes included proportionately more caucasians, professional and clerical people, college graduated, persons who were newcomers to the state, and persons aged 30 to 39 years. (30)

In looking at the characteristics of adults seeking high school diplomas at Gary, Indiana in 1951-52, Ladd found a relatively young group with the males averaging 22 and the females averaging 23.5 years of age. The women outnumbered the men, and the men failed more often. Men most often dropped out to go to work and women to get married. Many expressed a need for guidance and personal counseling services. Seeking the high school diploma was their main motivation for returning to school. (28)

What about variations of age? Johnston investigated minors in classes for adults in 27 Los Angeles City Adult Schools in 1965 to determine the extent of their acceptance by teachers and administrators. He reported that only 2.2 per cent of the total number of students surveyed were less than 18 years of age although the majority of the teachers surveyed had no objections to young adults enrolling in their classes. (22)

The literature of public school adult education is abundant with descriptions of the clientele, ranging from the most undereducated and economically deprived to the highest educational levels represented in society. The clientele are also found to be highly diverse in terms of age, occupation, and socio-economic status. We are aware that the distribution of the clientele is skewed in favor of the better educated, the young middle-aged adult, and those whom we would call the middle-

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class. We have gone overboard on collecting demographic data on our clientele, but we have little useful information on the psychological and motivational characteristics of our participants.

There has been virtually no research to experimentally study students on the basis of aptitudes, leadership abilities, communication skills, measures of intelligence, learning orientation, levels of motivation, or psychological needs. Should we purposefully develop a student mix so that classes are certain to contain some very high ability, highly motivated, effective communicators? Should we group or mix our classes on the basis of age, sex, I. Q., or need for affiliation factors? Which classes? For the achievement of what objectives?

Drop-outs

As every adult educator knows, once the students have arrived for the opening session the battle is still far from won. Verner labels "depressing" the general pattern of attendance in adult night school courses in public schools. In his 1966 study he found that no course studied achieved complete attendance at any time and the mean percentage loss in all courses was 30 per cent. The length of course appeared to influence attendance. As the course lengthened beyond 10 sessions the loss accelerated until less than half of those who enrolled completed a 33-session course. The rate of loss from 10 to 20 sessions varied with the type of course. (44)

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Greenwood, in an extensive study of 3813 students in Philadelphia in 1932 found that Negroes generally had a higher persistence than whites. As reported by Brunner, those who had completed a year of evening school had a higher persistence rate than those who had registered but had dropped out before completing the course at some previous time, or had had no previous experience.

Those who used public conveyance and took a long time to get to school had an equally high rate of persistence as those who lived close by. The middle-time group and those using cars had the lowest rate.

Those attending at employers suggestion had a higher drop-out rate. (5)

The problem of the adult drop-out is well known: does research suggest some solutions?

Scharles, in a 1966 Florida study, measured the relationship of selected personality needs to drop-out rates. He found that the non-drop-out group in the male population sample differed from the drop-out group with a higher need for affiliation but a lower need for autonomy. The female non-drop-out group was higher in need for abasement than the drop-out group but lower in need for achievement. Among the male non-drop-out respondents, the high achievers were significantly higher than the low achievers in the need of exibition and succorance, but were lower in their need for deference, intraception, dominance, and heterosexuality. He concluded that the levels of certain personality needs of the non-drop-out group differed significantly from the need levels of the drop-out group.

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Scharles also suggests that a wide array of techniques should be used if the psychological needs of the "drop-out prone" student are to be partially met through his participation in adult education classes. (38)

In another Florida study, Davis related some classroom activities of the first meeting to the drop-out rate. He found significant positive relationships between attendance at the second class meeting in voluntarily attended civil defense adult education classes and the following teacher-directed classroom activities which occurred during the first class session:

(1) The instructor made arrangements for the students' comfort.

(2) The instructor spoke to the students as equals.

(3) The instructor greeted each student as he arrived for class.

(4) The instructor explained what the course would include.

(5) The students had an opportunity to introduce themselves.

(6) The instructor encouraged students to discuss things in class. (12)

In 1961 Pattyson tested certain "administratively controlled" factors to see if they exerted any influence on attendance in two suburban New York school systems. He found that Tuesday and Wednesday were significantly better days than Monday, Thursday and Saturday for scheduling courses (there were no courses reported on Friday). Course classification "parent and family life education" was significantly better relative to average daily attendance than any other classification. Courses having 10 class

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sessions and those having 12-15 class sessions were significantly better attended than courses having 2-9 or 11 class sessions. (35)

Miller measured the effects of prior school experiences, achievement motives, and achievement on drop-outs in a 1964 Utah study. He found prior school experiences (including secondary school academic record), and parents' education can be used as predictors of persistence in the adult high school. Achievement motives were important determiners for completion of the courses in which the student was enrolled. Students who graduated had projected a greater number of achievement imagery statements or goals into their TAT test stories than did the drop-outs. There was no significant difference between academic school achievement and drop-out. (32)

Ewigleben was concerned with identifying factors contributing to the drop-out problem in the Lansing, Michigan adult school program in 1959. Of nearly 10,000 adult participants in the study, 29 per cent became drop-outs. The greatest drop-out rate was found in business education and the lowest rate in art, craft and hobby classes. The largest enrollments and most drop-outs both came in the fall classes. Classes with the fewer sessions had the best holding power. Illness and the availability of time were reasons mentioned by over 40 per cent of the drop-outs. Very few dropped out specifically because of the program, although many mentioned that one of several factors had influenced their decision. Of these "teaching" was mentioned most often. (14)

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If teaching might be a factor in drop-outs, what does the research on teaching methods show?

In addition to the Davis study discussed above, the literature reviewed for the purpose of this paper uncovered only one methodological study specifically labeled as coming from the adult high school. In a 1965 study, Lehman at the University of Chicago compared formal class and workshop methods in adult high school credit programs to determine the relative effectiveness of each. The subject areas considered were English, social studies, mathematics and science. The formal class method was superior to the workshop method in most tests of the data for the individual subject areas studied and for the total of all areas considered. However, in most instances this superiority was small. (29)

As one reads through the literature on drop-outs, he cannot but conclude that most of the studies to date have focused on superficial aspects of the problem. Virtually no experimental studies have been undertaken in this area, although a few carefully designed and statistically controlled studies have pointed to the direction that this research should take if it is to have an impact on educational practice.

Financing

Thatcher feels that financial aid from the state is necessary for the encouragement of the growth of public adult education. He cites the Olds' study which states that every state should provide specific financial aid to adult education as a part of its foundation program of assistance to public schools and essentially on the same basis as that provided elementary and secondary education. (41)

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In support of this policy, Thatcher points out that in 10 states with considerable aid three times as large a proportion of adults were enrolled as in 38 states with little or no aid. The increase of state aid in New York by five times from 1944 to 1952 was accompanied by an increase in adult enrollment by 15 times.

Another probable effect of state aid might be to stimulate enrollments in small and medium-sized school systems (where programs are lacking as reported earlier). The 1952 National Education Association study and the HEW study both confirm that enrollments are larger in programs receiving state aid.

Situations in two large cities where public support have been temporarily withdrawn have provided unique opportunities to study the effects of this action during the past decade.

In San Francisco, after a long period of tuition-free courses, for two and one-half years (1958-61) fees were charged on approximately 20 per cent of the program. Thatcher reports a loss of 50 per cent in enrollment in the fee classes; some loss in non-fee classes because people thought there were fees in all classes; and late enrollments in fee classes practically ceased.

In Baltimore the Board of Education on January 1, 1960, adopted a schedule of registration and tuition fees which was in effect for three semesters. A registration fee of from $1 to $4 per semester was applied to Americanization and citizenship, elementary and literacy, high school certification, vocational, and parent education courses. A tuition fee

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was applied at a self-supporting level for avocational activities.

Percentage reductions in enrollment by program areas were as follows: Americanization, 26 per cent; elementary and literacy, 43 per cent; parent education, 33 per cent; vocational, 13 per cent; high school certification, 4 per cent; and avocational, 93 per cent. (41)

Missouri adult education administrators quizzed by Nagel in 1952 said they would like to have public funds to help finance their programs, (34) while in Royer's 1956 Kansas study 28 per cent of the administrators said they would give federal, state and local funds as their first choice as a source of funds. Thirty per cent of the directors quizzed gave as first choice fees plus aid from federal, state and local government. They said their chief difficulties in financing was lack of funds for advertising, experimenting, instruction and equipment, salaries, indefiniteness of allocated funds, and the problem of collecting fees fairly. (37)

In a 1954 study, Mumma found that 82 per cent of the school administrators in Delaware and Maryland thought adult education was the responsibility of the school system. (33)

Holden concluded that individuals will pay more readily for adult education which will increase their earning power capacity than for some other types. He also stated that to a considerable degree they will pay for courses that will provide satisfactions of a cultural or recreational nature, but are reluctant to pay for courses designed to improve home and community. (19)

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State support can come in other ways. In 1957, Hensarling reported that 33 states had academic adult programs under state supervision, 15 did not. Eighteen states had specific methods of evaluation for accreditation purposes; 9 printed handbooks listing accreditation standards; 10 bulletins or pamphlets pertaining to accreditation. Of 30 states without specific accreditation plans, 20 expressed a need for study in this area. (18)

From an analysis of the studies of financial arrangements for public school adult education, it is evident that public support is more than justified. It is also clear that more financial resources with fewer restrictions placed upon them are needed if adult educators are to fulfill their professional responsibilities and redevelop the field in terms of curriculum, method and technique, teacher training, counseling, and other areas of critical importance in furthering the quantity and quality of public school adult education.

Promotion

Graves, studying interests and needs in Topeka, Kansas, in 1949 concluded that a great need of the community was for more information about existing programs, since a high proportion of suggested programs and those which people would attend if offered were being offered at the time. (16)

A 1960 Washington State study by Davis supports the hypothesis that citizens do not have the information they need to make rational decisions

about educational matters for which they are responsible. He found also that the percentage of people who were relatively well acquainted with school personnel declines as the size of the community increases. A third conclusion from his study was that there are positive relationships between adults' knowledge of school matters and their attitudes toward education. (13)

Attitude toward education is very important and the question of marginality is an appropriate one in public school adult education. Clark, who studied adult education in the public schools of Los Angeles, calls our attention to the fact that the idea that adult education has a claim on tax funds has not been accepted by the general public to nearly the same degree that the education of children and youth has been, and is often where the cutbacks are first made in times of financial stress. (8)

How, then, might we better disseminate the word about public school adult education programs?

Damon studied the effectiveness of various practices in disseminating information about public school adult education in California in 1957. He concluded that:

(1) Favorable word-of-mouth publicity is the best single source.

(2) Newspapers, printed schedules and direct mail contacts attract a fairly large number.

(3) Others contribute some but are limited.

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(4) Good programs must be the basis of publicity.

He found that schools were using newspapers, printed materials, word-of-mouth, mailed letters and cards, sending letters home with children, and meeting announcements, in that order of frequence. One interesting result of his study is that there was a positive rank correlation of .91 between the frequency of the methods used and the rank of effectiveness of the methods used, indicating that greater use of all methods would have returned greater dividends. (11)

The limited research that we have on the promotion of adult education programs suggests that more energy and effort should be directed to this important function. School board members themselves should be involved in an educational program, not only to improve their effectiveness as board members, but also to teach them the value of their own public school adult education program.

A wide cross-section of community groups should be engaged in a continuous program for the identifying of educational needs and for curriculum planning.

Adult educators themselves should strengthen their abilities to publicize through the mass media of the community, and students should be provided a quality of experience that will lead them to recruit others to the "wonderful world of learning."

The evidence from the experience of community action councils in Milwaukee, Denver and Flint demonstrates what can be accomplished with an all-out and systematic approach to program promotion.

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Evaluation

Evaluation---the gathering of evidence showing the relative accomplishment of educational goals and objectives---is perhaps the most important and most neglected area of research in adult education. Sutton's recent study of the evaluation activities of thousands of adult education programs carried on by a selected group of agencies reveals that the public schools have practically no reliable information from evaluation to use in appraising student attainment of "ultimate objectives," for comparing the relative effectiveness of different methods and techniques, or for justifying the use of public funds. (40)

One of the few purely evaluational studies of public school adult education that has been carried out was by Giordano in 1965 to determine the effectiveness of the Ferndale, Michigan, program in enhancing job opportunities for school drop-outs. He found that only 46 of 86 dropouts studied availed themselves of further study and only 30 of this number participated in adult education programs sponsored by the public schools of Ferndale. Fifteen of these 30 changed jobs as a result of their training. All of the 16 who participated in non-school sponsored adult education programs entered jobs for which they had received specific training. He also found there was little communication between secondary school personnel and those involved in the adult education program. He suggested better liaison between the high school and adult education faculty in terms of keeping the latter aware of those who left school and could profit from further schooling. (15)

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Meeth extensively studied the statewide system of public school adult education in Florida from the time of its inception in 1947 through 1962. He concluded that the program had made rapid strides in meeting certain of the educational needs of its adult population. During the 15-year period the program expanded to include 107,000 enrollees in many subjects of general non-vocational educational areas that represented current adult education needs prior to 1947. However, much remained to be done to increase the scope and effectiveness of the general adult education program in meeting current educational needs of adults. (31)

Could not the same statement be made of most areas of the country?

Adult education programs can be improved to the extent that we become aware of our strengths and weaknesses, our successes and our failures. Such information, to be reliable and valid, can best be obtained through the process of evaluation. But evaluation in this sense can be carried out only when educational objectives are clearly defined in terms of behavioral output; control groups are established to reduce the affect of confounding variables on learning performance; adequate pretests, intermediate tests, and posttests are developed to measure change or gain; and reliable and valid evaluative criteria are established.

The technology of evaluation has advanced rapidly over the past decade. Has it advanced more rapidly than our willingness or ability to apply it? Research shows that adult educators feel a greater lack of competence in the area of evaluation than in practically any other area of professional responsibility. (2)

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Summary and Conclusions

In the process of reviewing recent research in the area of public school adult education, one quickly becomes aware of the inadequacy of our knowledge in this important and growing area of adult education.

In recent times we have acquired a vast fund of information about adult learning. (23) (27) (36) However, when such studies are designed around adult problems and adult life (most are not) they are generally carried out in the areas of voluntary neighborhood discussion groups, university centers for continuing education, military groups, overseas community development projects, NASA, business and industry, or the Cooperative Extension Service. The same could be said for the dynamics of instruction, teaching methods, the development and application of new educational technologies (programmed instruction, C.A.I., wireboards, telelecture) and the specification of measurable objectives, motivation and attitudinal change to name a few vital areas for adult education research.

A substantial part of this evolving and rapidly accumulating body of knowledge has immediate relevance to public school adult education. And the public school adult educator should be thoroughly familiar with such theory and knowledge. Yet, there are many reasons to question our attempts to generalize to the public school situation the findings of research conceived and conducted in programs which are dissimilar to those of central concern to the public schools.

Has no one suggested to the social scientist, the personality theorist, the group dynamicist, or the learning researcher that public school adult

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education is an unexplored gold mine for behavioral research? Are we afraid to really evaluate our programs? Are we anti-research in our own orientations? Or have we merely failed to take the initiative in establishing experimental adult schools in which students expect to spend a certain portion of their time as experimental subjects, in which university researchers are seen as frequently as the regular teaching staff, and in which an atmosphere of growth, excitement, discovery and change prevails?

Perhaps a better question to ask is, to what extent are we planning to use the research and development centers and U. S. Office of Education regional laboratories for public school adult education research?

No matter what the answers to the foregoing questions may be, it is certain that very few agencies the size of public school adult education could afford the luxury of so little basic and applied research and remain in business very long.

Recommendations for Practice

A substantial amount of research exists to justify the immediate implementation of the following recommendations.

(1) Adult education in the public schools needs a program of its own. At present, policies and practices of the adult high school are primarily those of the day high school.

(2) There is need for greater support by those at various administrative levels---school board, county boards, and

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state agencies. The board of education must be willing to endorse a program of general adult education and the administrative officers of the school must accept adult education as a significant area of the total education program, if adult education is to meet its full potential. This support includes supervision and adequate funding to meet at least the minimum programs.

(3) More qualified teachers and directors of adult education programs are needed. An extensive program of in-service training is necessary to develop the competencies needed by adult instructors, and increased attention must be given to graduate level work for administrators.

(4) Increased testing to accelerate progress through school should be much more widely used than at present. Many adults shy away from programs because of the time factor.

(5) The adult education program should be a reflection of community needs. Consequently, there should be more attention given to broad involvement of the people of the community in the development of programs. Likewise, there should be greater awareness by the community of the need for the continuous education of adults.

(6) There should be more involvement of students and potential students in the program planning processes to determine the needs and interests of the adult population.

(7) The offerings must be diverse enough to meet the needs of the

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community, and tailor-made for a specific area. Also, the educators must be willing to take the program to the people, wherever they are, with adequate counseling for registrants and flexibility in schedules.

(8) Appropriate attention should be given to the methodology of adult education with a variety of methods and techniques applied to the teaching of adults.

(9) Every community should have a planned program of promotion and publicity designed to create greater awareness of the need for continuing education, a more favorable public image of the school's program, and a greater awareness of the courses being offered.

(10) Every adult school should have a program of continuous research and evaluation designed to increase the effectiveness of existing and future programs.

Recommendations for Research

On the basis of what is known, past and present research activity, and the existing status of the field, it is recommended that high priority be given to the following areas for research and development:

(1) The development of a common data collection system so that demographic, psycho-social and educational characteristics of students will be available for a wide variety of cross-sectional and longitudinal studies.

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(2) The establishment of experimental public schools for adult learning research. Such centers should be established in states that have exhibited leadership in the field and be affiliated with regional laboratories and universities that have strong departments in the social sciences and adult education.

(3) The identification of roles and competencies required by the public school adult teacher, counselor, and administrator.

(4) The identification of the significant problems and unresolved issues faced by public school adult education teachers and the development of a model for pre-service and in-service training programs designed to impart the understanding and competencies necessary to effectively solve such problems.

(5) Basic research into cognitive, motor and affective learning processes in the adult classroom utilizing adult content, adult problems, and adult education methodology.

(6) The development of measurable educational objectives and evaluative criteria for the curriculum of adult education.

(7) The development, testing and validation of principles and techniques for adult counseling.

(8) The identification of ways to better teach adults "learn to learn" concepts and the establishment of learning environments and systems that will enhance creative intellectual efforts and attitudes conducive to continuous learning among adults.

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